

Transition to the North Dakota Standards in English and Mathematics based on the Common Core State Standards:

Tips and Considerations for Writing Standards-
Based IEP Goals



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A request for training on writing standards-based IEP goals led to the development of this document. This document is intended for school personnel use in conjunction with the North Dakota State Standards. The North Dakota State Standards can be located at <https://www.nd.gov/dpi/Administrators/assessment/unit/>.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION OFFICE OF SPECIAL EDUCATION

The state of North Dakota adopted new English Language Arts and Mathematics standards based on the Common Core State Standards (CCSS) in June of 2011. All school district curricula and the state's assessment system must be fully aligned to these new standards by July 2013. To meet the demands of the Individuals with Disabilities Education Act (IDEA) that students with disabilities make progress in the general education curriculum and participate in the state assessment system will require that all students with disabilities, even those with the most significant cognitive disabilities, have goals in their Individualized Education Programs (IEP) aligned to these new standards. Aligned IEP goals promote the student's meaningful participation in and learning of the general education curriculum (Courtade and Browder, 2011). The process of aligning IEP goals to the new North Dakota state standards will change the instructional focus of special education, the role of special educators, and IEP team discussions surrounding the development of instructional goals.

Calkins, Ehrenworth and Lehman (2012) identified the intent of the CCSS as ensuring "students make observable progress along trajectories of skill development (p.15)." This intent should guide the annual IEP team discussion about annual goals. The team discussion of annual instructional goals should identify the high priority skills to be learned during the coming school year. Standards-based IEP goals should be written to document the student's annual progress in mastering, proficiently applying, and independently using those skills. Reconciling the expectations of these new standards and how those standards will apply to the broad range of students with disabilities will require more collaboration between general and special education teachers.

Who is the intended audience for "Transition to the New North Dakota State Standards in English and Mathematics based on the Common Core State Standards: Tips and Considerations for Writing Standards-Based Goals"?

The new North Dakota state standards in English and Mathematics represent a consensus opinion on the knowledge and skills all adults will need to be successful in the 21st century. This non-regulatory guidance has been developed for use by special education and related service personnel to guide IEP team discussions and considerations regarding the development of annual standards-based IEP goals aligned to the new North Dakota state standards in English and Mathematics.

Writing Standards-Based IEP Goals using the new North Dakota state standards in English and Mathematics based on the Common Core State Standards (CCSS): Tips and Considerations

Why should special educators be concerned with writing goals aligned to the new North Dakota state standards in English and Mathematics ?

In the last reauthorization of IDEA in 2004, Congress took issue with the implementation of IDEA over the last thirty years. According to IDEA 2004, the earlier iterations of IDEA did not improve student outcomes. Congress attributed this lack of progress to low expectations for students with disabilities and the failure to use research based instructional strategies and practices.

In the current law, Congress states that the education of “children with disabilities can be made more effective by--

” (A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to--

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children;” (§20 USC 1414).

In addition Congress intends for the coordination of the education of students with disabilities with

“other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965, in order to ensure that such children benefit from such efforts and that special education can become a service or such for children rather than a place where such children are sent” (§20 USC 1414).

These sections of IDEA explicitly state Congress’ demand that the standards of the general education curriculum guide a student’s IEP team in developing the annual goals and the individualized instruction that will be provided to the student. The standards shall not determine the location where the student’s individualized instruction and related services will be provided. According to IDEA, IEP teams must **first** consider whether appropriate supplementary aids and services can be provided within the general education classroom. The transition and alignment of the general education curriculum, instruction and state assessment system to the new state standards (which have been based on the CCSS) requires a similar transition and alignment of the IEP development and decision making process. IEP teams developing goals and objectives aligned to the new state standards for students with the most moderate to severe disabilities should review the Essential Elements materials developed by North Dakota educators that can be found at

<https://www.nd.gov/dpi/Educators/SpecialEducation/NDAAlternateAssessmentELAMath/>.

How will the new North Dakota state standards in English and Mathematics apply to students with disabilities?

The North Dakota state standards for English and Mathematics which are based on the Common Core State Standards (CCSS) expect that these standards will apply to all students including those with disabilities. The CCSS includes a document, Application to Students with Disabilities (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010), that broadly defines reading and mathematics. The authors of the Standards recognize that for students with disabilities to meaningfully participate in instruction aligned to the standards and demonstrate that they are making progress in the standards, they will need instructional and assessment accommodations and supports. Despite this recognition, neither document provides guidance to special educators as to how to develop goals that reconcile a student's current skill level with the standards' demands, or the student's need for specialized instruction, nor how to identify accommodations that will enable them to master the standards' demands and demonstrate their mastery of the standard's skills and knowledge demands.

How can the demands of the new North Dakota state standards based on the Common Core State Standards (CCSS) be reconciled with the demands in IDEA for specialized instruction?

The CCSS and the Application to Students with Disabilities document recognize that the ultimate authority for selecting accommodations or determining the type of specialized instruction for a student lies with the student's IEP team. The authors state that the standards should "be read as allowing for the widest possible range of students to participate fully from the outset" and provided with appropriate "accommodations to ensure (their) maximum participation" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p.9). The application of the standards to all students, even those with significant disabilities and the recognition that these students will need accommodations do not conflict with IDEA's mandates.

A student's IEP team must develop goals (and when appropriate objectives) that are designed to--

(aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum (§20 USC 1414).

To meet the expectations of the North Dakota state standards based on the CCSS, student goals must ensure that each student has "the opportunity to learn and meet the same high standards" and "access the knowledge and skills necessary" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p.9) to be college or career ready. IEP goals, whether academic or functional, should promote increasing a student's skills, readiness for employment, and ability to live independently.

How can IEP goals based on the North Dakota state standards balance the standards' level of mastery with a student's need for individualized instruction?

Students receiving special education services frequently exhibit a discrepancy between grade level expectations and their level of achievement. Aligning these students' instruction to the North Dakota standards prompts many questions and challenges. IEP team discussions should analyze the grade level standards and student performance data to develop the instructional priorities for the coming year. Having identified the instructional priorities for the coming year, the team then should identify the skills to be taught that will have broad application across the English Language Arts and Mathematics standards. The student's IEP goals should be written to promote the development, increased mastery or independent use of those skills.

Due to the diversity of needs and abilities in the students with disabilities population, IEP teams often face the dilemma posed in the following question:

How can IEP goals for students with any of the following characteristics be included in grade-level instruction related to the North Dakota state standards and the state assessment system?

- ***Significant cognitive disabilities,***
- ***Limited English proficiency,***
- ***Low/limited academic skills,***
- ***Language based disabilities,***
- ***Any combination of learning challenges***

Writing standards-based IEP goals (and objectives when appropriate) for students with any of these characteristics requires analyzing the discrepancy between the grade level standard's skill proficiency or knowledge demands and current student performance data. According to Courtade and Browder (2011), IEP teams for students enrolled in a functional skills curriculum must analyze the grade level standard to identify the embedded access skills. IEP teams then prioritize the instructional sequence of these skills that will be taught during the coming year. The student's annual goals and objectives should be written to increase the student's mastery and independent use of those access skills for the English Language Arts and Mathematics (Courtade & Browder, 2011).

Guiding Principles for Writing Standards-Based IEP Goals using the North Dakota state standards

To achieve the goals of the North Dakota state standards, the standards recommend that instructional units be designed according to the principles of Universal Design for Learning (UDL). The instructional design principles of UDL require: multiple representations of content material (text, film, audio book); multiple response methods (oral report, written report, Power Point) and multiple means of engagement (choice based on learning needs and/or preferences). Traditional instruction emphasizes

building factual knowledge by relating new information to previously learned information. UDL designed instruction recognizes the importance of students developing strategies for lifelong learning. Instruction based on these UDL principles provides students with choice in instructional delivery and the demonstration of knowledge and skills. Planning instruction using the principles of UDL starts with an analysis of the task requirements, as well as the supports and/or accommodations needed to address a range of instructional needs for students with and without identified disabilities to meet those requirements. UDL principles apply as well to the design of assessments to determine student mastery of the standard's skill or knowledge requirements. Identifying and embedding a range of supports and accommodations at the beginning of the instructional and assessment design process reduces the need to constantly retrofit instruction and assessment. UDL makes individualized instruction and assessment, the hallmark principles of special education, available to all students. Students select accommodations and supports to meet their learning needs and/or preferences which changes the role of teachers from sages on the stage to guides on the side.

Instruction designed according to UDL principles provides all students with equal access to the curriculum and preserves the rigor of the standards. The process of developing and aligning instruction and assessment to the CSS using UDL principles requires the expertise of general and special education. General and special educators must build strong collaborative relationships to ensure that all students have an equal opportunity to learn the required skills and knowledge.

A student's IEP goals and the instruction related to those goals should emphasize the student's increased proficiency in using embedded supports and accommodations. Strategy instruction should include developing the student's understanding of the purpose of the supports and accommodations as well as their self-advocacy skills. Students must understand the importance of asking for needed supports and/or accommodations when they are not provided. Understanding the importance of using accommodations during instruction also applies to taking assessments. The CCSS recognize that instructional accommodations must be available during the state assessment.

Note to Users:

The current TIENET format for annual goals (which a future workgroup will address) and the process established in the state guidelines require addressing each goal element: Intent/Purpose, Behavior, Ending Level, Characteristics of Services, and How and When Periodic Progress will be provided. For objectives, the elements to be addressed are: Conditions under which the behavior is performed, Specific Behavior, Measurable criteria, Evaluation Procedures, Schedules for determining if objectives are being achieved, and Characteristics of services.

English Language Arts

Meeting the Challenges in the North Dakota State Standards for English Language Arts (CCSS/ELA)

Despite its broad interpretation of reading and writing, the North Dakota state standards creates some significant challenges for students with disabilities; especially the standards' demands that students read, speak, and write about texts of increasing complexity. This demand requires all students, not just those with disabilities, to develop skills to independently read more complex texts (Fisher, Frey & Lapp, 2012). Developing IEP goals based on the North Dakota English Language Arts Standards requires IEP teams to analyze discrepancies between the standard's proficiency level for skills or knowledge with current student data on their proficiency in those skills or knowledge. The focus of every standards-based IEP goal must be on increasing the student's proficiency in using embedded supports, accommodations and/or compensatory skills that enable them to demonstrate mastery of these literacy standards.

How can the North Dakota E/LA standards be individualized for students with disabilities, especially those with significant disabilities?

Standards based education requires special educators to reconcile the standards' expectations for all students with the diversity of students receiving special education services. Analyzing how the North Dakota E/LA standards will apply to all students with disabilities, especially those with the most significant cognitive disabilities requires an analysis of the access skills needed for each grade level Standard (Courtade & Browder, 2011). This analysis should determine the priority of skills to be developed. The highest priority skills should be those skills which promote the student's ability to function independently in their post-secondary life.

Two resources that IEP teams may want to refer to during their discussions and the development of a student's IEP goals include: the "I Can Statements" aligned to the North Dakota English Language Arts Standards at http://ndcurriculuminitiative.org/common_core ;or the National Secondary Transition Technical Assistance Center (NSTTAC), www.nsttac.org. Resources for those students who will take an alternate assessment can be found at <https://www.nd.gov/dpi/Educators/SpecialEducation/NDAlternateAssessmentELAMath/>.

To accommodate the broad range of abilities and learning profiles represented within the disabilities population, IEP teams must determine an individualized method for demonstrating proficiency, the level of proficiency, or the ability to independently use a skill. Annual standards-based IEP goals must promote the student's increased proficiency and independent use of the scaffolds and supports needed to meet the English/Language Arts Standards.

Note to Users: Appendix A provides a brief list of access skills included in the grade level standards within each section of the North Dakota English Language Arts

standards. Aligned IEP goals targeting these skills and strategies can become the basis for the individualized instruction provided to students whose current level of functioning is significantly discrepant from the standards' skill and knowledge demands.

Appendix B provides a synopsis of the strategies recommended in Text Complexity by Fisher, Frey & Lapp (see full citation in Resources section). According to the authors, strategy instruction will help students develop the skills to read increasingly more complex texts. Teachers should be reminded that accessible instructional materials provide students with multiple means of access to text which can support direct instruction in these comprehension strategies.

Developing Standards-Based Goals

1. Determining the Intent/Expectation for the Annual Goal

What is the current reality of student performance?

Possible data sources that could be used to determine the gap between the student's skills and/or knowledge and the needed proficiency to meet the grade level standard are listed below:

Assessment data from the NDAA 1 or NDAA2, NDSA, MAP/NWEA, Classroom assessments, Work samples, Student self-analysis, Curriculum Based Measurements, i.e. AIMSweb, Dibels

2. Determining the skills, behavior or knowledge that need to be learned in order to meet the standard

What strategies or skills does the student need to learn to demonstrate the knowledge or skills demanded by the grade level standard? (**Appendix B contains a list of strategies/skills that might be appropriate for inclusion in this section**)

What strategies or skills create access to the standards for those with large discrepancies between their grade level placement and academic skill level?

What real-life situations can provide meaning to academic instruction (Courtade & Browder, 2011)?

Some strategy instruction topics that may be appropriate for a wide range of students during instruction and assessment follow: (A more detailed list can be found in Appendix B)

- Use of Text to Speech technology
- Use of software for writing/presentations
- Look back strategy to answer questions
- Highlighting main ideas in one color, supporting details in another color
- Use of AT to complete writing, reading or speaking assignments
- Use of AT to increase active, independent responding (Courtade & Browder, 2011)
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3. Determining the Characteristics of Services

This element of the goal statement should address:

Who will provide the instruction?

What type of instructional setting (individual, small group, whole group)?

And if appropriate,

Where instruction will be provided if not within the general education classroom?

4. Determining an expected rate of improvement or timeline for instruction for the coming year

What skill level or knowledge will the student demonstrate at the end of the year?

What skill or level of proficiency will the student demonstrate at the end of each reporting period?

5. Determining the evidence of effectiveness or improvement

Teams should determine the following details regarding data:

- How will data be collected?
- How often will progress be monitored?
- What is the expected level of proficiency at the end of the year?

Ideally mastery of a goal should be measured with the same data used to identify the area of need. Possible data sources for measuring levels of mastery of the grade level standard's skill and knowledge are listed below:

- Assessment data from the NDAA 1/NDAA 2/NDSEA,
- MAP/NWEA data,
- Classroom assessments,
- Work samples,
- Student self-analysis
- Curriculum Based measurements, i.e., AIMSweb, DIBELS,

Examples of English/Language Arts Standards-Based Goals

Reading

Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Intent/Purpose: To increase _____'s (student) _____ (skill, ability) to _____ (identify main idea and supporting details, explain how details support main idea, summarize content) in _____ (grade/instructional level, adapted) texts using _____ (selected scaffold, support, strategy). (The selected instructional strategy should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using a selected access skill.)

[This standard requires multiple skills. An individual instructional goal can be developed to address one of the skills needed to meet the standard or one of the access skills.]

Possible access skills: identify main idea, identify main idea and details; summarize content using pictures, story board, or comic strip; use (a selected instructional strategy) to develop an access skill]

Behavior: _____(student) will use _____ (selected strategy, scaffold, support) to _____ (identify main idea and supporting details, explain how details support main idea, summarize content) using _____(grade/instructional level or adapted) text.

or

_____ (Student) will increase _____ (independent use or application of) _____ (selected strategy, scaffold or support) to _____ (identify main idea and supporting details, explain how details support main idea, summarize content) _____(with, without prompts).

Ending Level: Based on current data what is expected growth in a year? Student will _____ (use, develop, increase proficiency or independent use of) _____ (selected strategy, scaffold, support) to _____ (identify main idea and supporting details, explain how details support main idea, summarize content) with _____ % accuracy over _____ (trials, assignments) using _____ different _____ (grade/instructional level or adapted) (texts, reading assignments).

Student Challenges: Decoding and fluency

Scaffolds/Supports: Screen reader, buddy reading, transition/introductory phrases, embedded resources (dictionary, encyclopedia)

Student Baseline Data: NWEA, NDSA, class work or assessments- level of proficiency, stamina, amount of text, background knowledge, Curriculum Based Measurements, i.e. AIMSweb, DIBELS

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose /rationale for selecting supports and/or scaffolds

How and when periodic progress reports will be provided: This is determined by the IEP team – data collection after (each text, reading) and reported in formal progress reports to coincide with district progress reporting timelines to all parents.

Goal: Based on (student baseline data), _____ will answer _#_ (think and search, author and you, on your own) comprehension questions using a variety of texts (at grade/instructional level, adapted), using _____ (selected strategy, scaffold, support) to correctly answer _____% of questions on _____/_____ assignments (per quarter, week; biweekly, monthly) across content areas.

Goal: Based on (student baseline data), _____ will select (picture, symbol, word tile) to complete comprehension statements for a variety of texts (at grade/instructional level;

adapted), (in a variety of settings) for ____ of ____ statements in ____/____ (reading tasks, assignments) (per quarter, week; biweekly, monthly) across (content areas, contexts, settings).

Reading

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Intent/Purpose: To increase _____'s (student) ability to determine (explicit meaning, draw logical inferences) with ____ accuracy for ____ (grade/instructional level, adapted) texts using ____ (selected strategy, scaffold or support). (The goal focus or selected instructional strategy should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using a selected access skill.)

[This standard requires multiple skills. An individual instructional goal can be developed to address one of the skills needed to meet the standard or one of the access skills. Possible access skills- identify explicit meaning; make, identify inferences from (grade/instructional level or adapted) texts; use (a selected instructional strategy) to develop an access skill.]

Behavior: ____ (student) will ____ (use, develop, increase proficiency or independent use of) ____ (selected strategy, scaffold, support) to determine ____ (explicit meaning, draw logical inferences) from ____ (grade/instructional level, adapted) texts.

or

____ (student) will demonstrate ____ (increased independent use, application of selected strategy, scaffold or support) to determine ____ (explicit meaning, draw logical inferences) from ____ (grade/instructional level, adapted) texts ____ (with, without prompts).

Ending Level: Based on current data, what is expected growth in a year? ____ (student) will ____ (use, develop, increase proficiency or independent use of) ____ (selected strategy, scaffold, support) to ____ (determine explicit meaning, draw inferences) with ____ % accuracy over ____ reading (tasks, assignments) using ____ different (grade/instructional level, adapted) texts (across content areas, instructional settings).

Student Challenges: decoding and fluency

Scaffolds/Supports: screen reader, buddy reading, transition/introductory phrases, embedded resources (dictionary, encyclopedia)

Student Baseline Data: NWEA, NDSA, class work or assessments- level of proficiency, stamina, amount of text, background knowledge, Curriculum Based Measures, i.e. DIBELS, AIMSweb

Characteristics of services: describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose /rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: this is determined by the IEP team – data collection after (each text or reading) and reported in formal progress reports to coincide with district progress reporting timelines to all parents.

Goal: Based on (student baseline data) using (grade/instructional level, adapted) ____ (literature, informational) text, ____ (student) will use ____ (a selected strategy, a variety of strategies) to ____ (identify explicit meaning, cite evidence to support determination of explicit meaning; identify or make a logical inference, identify evidence to support inference or conclusion) with ____% accuracy on ____/____ (over ____ texts, assignments) ____ (per quarter, week; biweekly, monthly) across content materials.

Goal: Based on (student baseline data) using ____ (grade/instructional level, adapted) (literature, informational text), ____ (student) will (circle, point, use switch) to identify ____ (symbol meaning, explicit meaning, evidence to support determination of meaning) of ____ (grade/instructional level, adapted) (literature, informational text) with ____% accuracy on ____/____ assignments or ____ (in texts, community based settings, content area, contexts) ____ (per quarter, weekly; biweekly, monthly) ____ (with, without prompts).

or

Based on (student baseline data) using ____ (grade/instructional level, adapted) (literature, informational text), ____ (student) will (circle, point, use switch) to ____ (identify, make a logical inference; identify evidence to support inference or conclusion) about ____ (grade/instructional level, adapted) (literature, informational text) with ____% accuracy on ____/____ assignments in (texts, community based settings, content area, contexts) ____ (per quarter, weekly; biweekly, monthly) ____ (with, without prompts).

Writing

Standard: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Intent/Purpose: To increase ____'s (student) knowledge of (text organization, rhetoric, genre, composition strategies) to produce ____ (a ____ sentence paragraph, # of paragraphs, composition, essay, theme) that ____ (informs, explains) a ____ (student, teacher) selected topic with ____ (details, supporting evidence or facts) and a conclusion. (The goal focus or selected instructional strategy should be targeted

to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using a targeted access skill.)

[This standard requires multiple skills. An individual instructional goal can be developed to address one of the skills needed to meet the standard or one of the access skills. Possible access skills- developing a topic sentence, using a graphic organizer to develop a topic, dictating composition with a topic sentence, details and conclusion, use of template or model]

Behavior: _____ (student) will _____ (use, demonstrate increased independent use or application of) _____ (selected strategy, scaffold, or support) to produce an (informative, explanatory) composition _____ (specify # of sentences in paragraph, specify # of paragraphs) on a (student, teacher) selected topic that contains ____ (#) facts about the topic and provides a conclusion (with, without prompts).

Ending Level: Based on current data, what is expected growth in a year? _____ (student) will _____ (use, demonstrate increased independent use or application of) _____ (selected strategy, scaffold, support) to produce an _____ (informative, explanatory) _____ (composition of # sentences, # paragraphs; Power Point, multimedia presentation) on a _____ (student selected topic, teacher directed topic) that contains ____ (# facts, supporting evidence) about the topic and provides a conclusion (with or without prompts).

Student Challenges: Reading, writing, organization, vocabulary

Student Baseline Data: NWEA, NDSA, class work or assessments- level of proficiency, stamina, amount of text, background knowledge, rubric (like 6-Traits of Writing or teacher/district developed rubric)

Scaffolds/Supports: Text to speech, template or template software like Draftbuilder, word prediction software, transition/introductory phrases, embedded resources (thesaurus, spell check), graphic organizers, Power Point, I movie, multi-media,

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team- data collection from each writing assignment and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on _____ (student data) related to _____ (literature, informational text), _____ (student) will _____ (develop, edit, revise) his/her _____ (presentation, single/multi-paragraph composition) using (a template, template software, word prediction, embedded supports [i.e., text to speech]) on a (student, teacher) selected topic to receive a score of _____ on a (Six Traits of Writing Rubric, teacher developed

rubric) [or # of points for a (specific) trait]. (This goal could be expanded or linked to a speaking and language standard if the final product is presented as an oral or written report or a multimedia presentation.)

Goal: Based on ____ (student data) related to ____ (student, teacher) selected ____ (literature, informational text), ____ (student) will ____ (develop, edit, revise) an objective (presentation of # of sentences, pictures, paragraphs) using (a sentence template, word prediction software, embedded supports [like text to speech], AAC) on a (student, teacher) selected topic to receive a score of ____ on a teacher developed rubric. (This goal could be expanded or linked to a speaking and language standard if the final product is presented as an oral or written report or a multimedia presentation.)

Speaking

Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Intent/Purpose: ____'s (student) ____ (knowledge, skills or ability) to ____ (prepare for, communicate, participate) effectively in ____ (conversations, collaborations) with ____ (peers, supervisors, adults, communication partners) to ____ (build on others' ideas, express their own ideas, clarify their understanding, persuade others) will increase. (The goal focus or selected instructional strategy should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using access skill.)

Behavior: ____ (student) will ____ (use, increase or demonstrate increased proficiency or independent use of) ____ (selected strategy, scaffold, support) ____ (with or without prompts) to ____ (prepare for, communicate, participate) effectively in ____ (conversations, collaborations) with ____ (peers, supervisors, adults, communication partners) to ____ (build on others' ideas, express their own, clarify their understanding, persuade others).

Ending Level: Based on current data what is expected growth in a year? ____ (student) will ____ (use, increase or demonstrate increased proficiency or independent use of) ____ (selected strategy, scaffolds or supports) ____ (with ____ or fewer prompts or without prompts) to ____ (prepare for, communicate, participate) effectively in # of opportunities for ____ (conversations, collaborations) with ____ (peers, supervisors, adults, communication partners) in order to ____ (clarify, expand, seek to clarify their understanding of others' ideas; express their own ideas, wants, needs, preferences; persuade others).

OR

Intent/Purpose: To increase _____'s (student) _____ (knowledge of non-verbal aspect of communication, functional communication skills) to _____ (prepare for, communicate, participate) effectively in _____ (conversations, collaboration, paired working arrangements) with _____ (peers, supervisors, adults, communication partners) to _____ (understand others' ideas, express their own ideas or understanding, needs, wants or preferences, sustain conversation, stay on topic, initiate communication).

Student Challenges: Non-verbal, understanding turn-taking, understanding non-verbal cues, initiating

Student Baseline Data: Observational data, therapy data, student self-reports, assessment or progress monitoring data

Scaffolds/Supports: Cue cards or other visual prompts, speech software program, PECS tiles, Curriculum Based Measurements

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team –session data, daily data- and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on _____'s (student) (therapy or observational) data, _____(student) will (use, increase or demonstrate increased proficiency or independent use of, sign) to _____ (communicate preferences, needs, wants; participate in a discussion) using appropriate _____ (turn taking skills, active listening skills) with fewer than _____ (visual, verbal, physical) prompts in ____/____ (therapy sessions, across settings) [_____% of time, across ____ data collection(s)].

Language

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Intent and Purpose: To increase student's ability to _____ (determine, clarify) the meaning of unknown _____ (words, phrases) by _____ (using context clues, analyzing meaningful word parts- prefixes, suffixes).

Or

To increase student's ability to student's ability to _____ (determine, clarify) the meaning of unknown _____ (words, phrases) by consulting (general, specialized reference materials), as appropriate.

Behavior: Student will use ____ (selected strategy, scaffold, support) to ____ (determine, clarify) the meaning of unknown ____ (words, phrases) by ____ (using context clues, pictures, symbols, analyzing meaningful word parts- prefixes, suffixes) consulting ____ (general, specialized) reference materials, as appropriate.

Ending Level: Based on current data what is expected growth in a year? ____ (student) will ____ (use, develop, increase proficiency, or independent use of) selected ____ (strategy, scaffold or support) to ____ (determine, clarify) the meaning of unknown ____ (words, phrases) with ____ % accuracy in ____ (content text, literature, informational text, community based settings) by ____ (using context clues, pictures, symbols, analyzing meaningful word parts- prefixes, suffixes) consulting (general, specialized) reference materials, as appropriate.

Student Challenges: Decoding, limited vocabulary, non-verbal

Scaffolds/Supports: Text-to-speech, screen reader, list of prefixes and meanings, embedded resources, pictures, symbols, AAC, list of Latin or Greek roots, strategies- substitute synonym, reading through whole passage

Student Baseline Data: NWEA, NDSA, class work or assessments, background knowledge, Curriculum Based Measures, i.e. DIBELS, AIMSweb

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team –session data, daily data, classroom assessment, class work, assigned text completion,- and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on ____ (student data), ____ (student) will ____ (use, develop, increase proficiency, or independent use of) selected ____ (strategy, scaffold or support) to ____ (determine, clarify) the meaning of unknown ____ (words, phrases) in ____ (content text, literature, informational text, community based settings) by ____ (using context clues, pictures, symbols, analyzing meaningful word parts- prefixes, suffixes, consulting [general, specialized] reference materials, as appropriate) with ____ % accuracy on ____ of ____ (reading, class assignments; in a variety of settings, contexts) (per day, week).

Mathematics

Meeting the Challenges in the North Dakota state standards for Mathematics

The North Dakota state standards for Mathematics expect educators to make a concerted effort to meet the wide range of needs individual students present in their classrooms. Despite this expectation, these standards will present significant challenges for students with disabilities, especially those with significant cognitive abilities. Developing IEP goals based on the North Dakota Mathematics Standards requires an analysis of the skills or knowledge gap between the level of skill mastery needed to meet the Standard and the individual student's current skill level. The focus of a standards-based IEP goal must be on developing students' proficiency in using embedded supports and/or compensatory skills to enable students to demonstrate mastery of these standards.

How can the North Dakota state standards for Mathematics be individualized for students with disabilities, especially those with significant disabilities?

Two resources that IEP teams may want to refer to during their discussions and the development of a student's IEP goals include: the "I Can Statements" aligned to the North Dakota Mathematics Standards at http://ndcurriculuminitiative.org/common_core or the National Secondary Transition Technical Assistance Center (NSTTAC), www.nsttac.org. Resources for those students who will take an alternate assessment can be found at <https://www.nd.gov/dpi/Educators/SpecialEducation/NDAlternateAssessmentELAMath/>. The method of demonstrating proficiency, the level of proficiency or independent use of each skill can be individualized to accommodate the broad range of abilities and learning profiles represented within the students with disabilities population.

Aligned IEP goals and individualized instruction should promote increased proficiency in using the scaffolds and embedded supports that assist students in demonstrating mathematical competence. For students whose current level of functioning is significantly discrepant from the standards' skill and knowledge demands, the aligned IEP goals and individualized instruction should promote the student's increased proficiency and independent use of the access or foundational skills and strategies included in the standard.

Note to Users: Appendix C contains a brief list of access and foundational skills needed to meet the grade level standards in each domain of the North Dakota state standards for Mathematics.

Examples of Mathematics Standards Based Goals

Elementary

Standard: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Intent/Purpose: _____'s (student) _____ (knowledge, skills, ability) to _____ (solve problems using the four operations; identify patterns in arithmetic; explain patterns in arithmetic [i.e., apply the commutative property of addition with addends 0-3]) will increase. (The instructional strategy or goal should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

Behavior: Student will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to _____ (solve problems using the four operations, identify patterns in arithmetic, explain patterns in arithmetic [i.e., apply the commutative property of addition with addends 0-3]) _____ (with or without prompts).

Ending Level: Based on current data what is expected growth in a year? _____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to _____ (solve # problems using the four operations; identify patterns in arithmetic; explain patterns in arithmetic [i.e., apply the commutative property of addition with addends 0-3]) (with or without prompts) with _____ % accuracy.

Student Challenges: Aligning numbers, fluency with math facts, word problems, multiple step operations

Student Baseline Data: Class work and assessments, teacher observation/error analysis, can perform process with model or calculator, measurement, rote memory, math facts, Curriculum Based Measurements, AIMsweb, MAP/NWEA

Scaffolds/Supports: Calculator, model or sample problems, operation vocabulary chart, word problem solving checklist, number line, counters, verbal or physical prompts

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team –session data, daily data, classroom assessment, class work, assigned text completion,- and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on _____ (student data), _____ (student) will _____ (use selected strategy, support or scaffold, model problem, checklist of steps; annotate word problem) (with or without prompts) to solve _____ # two-step word problems using the four operations with _____% accuracy on _____ of _____ assignments across content areas.

Goal: Based on _____ (student data), _____ (student) will use (manipulatives, pictures, selected strategy, scaffold, or support) (with or without prompts) to solve _____ simple math (statements, problems) using _____ (addition, subtraction, all four operations) with _____% accuracy on _____ of _____ assignments.

High School

Standard: Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Intent/Purpose: To increase _____'s (student) _____ (knowledge, skill, ability) to create (equations, inequalities) in one variable and use the (equations, inequalities) to solve problems. (The selected instructional strategy or goal should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

Behavior: _____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to _____ create (equations, inequalities) in one variable _____ (with or without prompts).

or

_____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to _____ use (equations, inequalities) in one variable to solve problems _____ (with or without prompts).

Ending Level: Based on current data what is expected growth in a year? _____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to create _____ (equations, inequalities) (with or without prompts) with _____ % accuracy.

or

_____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to use _____ (equations, inequalities) to solve problems (with or without prompts) with _____ % accuracy.

Student Challenges: Fluency with operations, understanding word problems, reading, sequencing steps, identifying important numbers

Student Baseline Data: Class work and assessments, NWEA, state assessment data, Curriculum Based Measurements, i.e., AIMSweb

Scaffolds/Supports: uses calculator, model or checklist to solve multi-step or word problems, mnemonics, underlining important numbers/information, draw visual model, verbal prompts

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team –session data, daily data, classroom assessment, class work, assigned text completion,- and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on _____ (student data) _____ (student) will (use, apply) (selected strategy, scaffold, support [annotation of word problems- circling signal words for operations or important numbers, constructing models, mnemonics]) to _____ (distinguish between rational/irrational numbers, solve computational or word problems, select/apply appropriate operation or sequence of operations, construct graphs, evaluate purchasing decisions), using (fewer prompts, assistive technology[i.e., number line, calculator, models]) with _____% accuracy on (weekly, biweekly) on _____ (assessments daily assignments, across settings/ content areas).

or

Based on _____ (student data) _____ (student) will (use, apply) (selected strategy, scaffold, support [annotation of word problems- circling signal words for operations or important numbers, constructing models, mnemonics]) to correctly solve _____ (word, computational) problems, using (fewer prompts, assistive technology [i.e., number line or calculator, models]) with _____% accuracy on _____(weekly, biweekly, # of problems) _____ on (assessments, daily assignments, across settings/ content areas).

Standard: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

Intent/Purpose: To increase _____'s (student) _____ (knowledge, skill, ability) to recognize that sequences are functions whose domain is a set of integers. (The selected instructional strategy or goal should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

Behavior: _____ (student) will _____ (use, demonstrate increased proficiency or independent use of) _____ (selected scaffold, support, or strategy) to demonstrate

_____ (knowledge, recognition, application of) a _____ (sequence, set of sequences) that ____ (is, are) _____ (a function, functions) whose domain is a set of integers.

Ending Level: Based on current data what is expected growth in a year? _____ (student) will _____ (demonstrate increased proficiency, independent use of) _____ (selected scaffold, support, or strategy) to demonstrate _____ (knowledge of, recognition of, application of the principle that) a _____ (sequence, set of sequences) that ____ (is, are) _____ (a function, functions) whose domain is a set of integers.

Student Challenges: Fluency with operations, understanding word problems, reading, counting money, making purchases, sequencing steps of math operations, some cognitive challenges

Student Data: Class work and assessments, NWEA, state assessment data, Curriculum Based Measurements, i.e., AIMSweb

Scaffolds/Supports: Uses calculator, model or checklist to solve multi-step or word problems, mnemonics, underlining important numbers/information, construct a visual model, dollar more strategy

Characteristics of services: Describe how instruction will be individualized for student, the scaffolds and supports to be used, title of person(s) providing instruction and purpose/rationale for selecting supports and/or scaffolds.

How and when periodic progress reports will be provided: This is determined by the IEP team –session data, daily data, classroom assessment, class work, assigned text completion,- and reported in formal progress reports to coincide with district reporting timelines to all parents.

Goal: Based on _____ (student data) _____ (student) will (use, apply, demonstrate increased proficiency, independent use of) _____ (selected scaffold, support, or strategy) to demonstrate _____ (knowledge of, recognition of, application of the principle that) a _____ (sequence, set of sequences) that ____ (is, are) _____ (a function, functions) whose domain is a set of integers using (fewer prompts, assistive technology[i.e., number line, calculator, models]) with _____ % accuracy on (weekly, biweekly) on _____ (assessments daily assignments, across settings/ content areas).

Appendix A: English Language Arts Standards

(The following represent a short, but not exhaustive, list of access skills for each domain of the grade level North Dakota state standards for English/Language Arts)

Reading grade level Standards

- Locate information to answer questions, explain meaning or provide support
- Determine: main idea/theme vs. details, meaning of words or phrases, author's purpose,
- Analyze order of events
- Compare/contrast representations of subject from 2 different media
- Identify false statements
- Present an objective summary

Writing grade level Standards

- Present an objective summary-(could also be combined with speaking)
- Use objective tone
- Write an informative essay
- Make important connections

Speaking grade level Standards

- Participate in discussion: one-on- one, group, teacher-led
- Follow rules for discussion
- Ask questions of group members
- Understand others' perspective
- Use descriptions, facts and details
- Use appropriate eye contact

Language grade level Standards

- Use pronouns in the proper case
- Find and correct mistakes in own writing
- Use capitalization and punctuation correctly
- Spell correctly
- Use proper conventions
- Use context clues to determine meaning
- Use print or electronic reference materials

Appendix B: Potential List of Strategies to Meet the North Dakota State Standards for English/Language Arts

(This list is a compilation of the strategies suggested in Text Complexity by Fisher, Frey and Lapp –see full citation in Resource Section).

- Use needed information to understand newer knowledge –
 - Evaluation – analyze task characteristics and personal abilities/knowledge
 - Plan- identify appropriate strategy(s) to complete task
 - Regulation- monitoring comprehension for understanding-redirecting attention- know when to stop and use repair strategy
- Use modeled strategy for comprehending text or deriving word meaning,
- Use text structures to comprehend text- literary devices, story grammar
- Use text features- captions, bold print, subheadings, glossaries, indexes, electronic menus, icons
- Make predictions using titles and graphics
- Summarize main ideas of text- oral or written – use main ideas to make predictions
- Recognize text clues that require learned strategy- start w/ one and build to a variety of strategies students know
- Use word solving strategies- word parts (inside word, structural analysis), context clues or using resources- built in dictionaries.
- Work collaboratively and cooperatively in group- contribute to topical discussions to move discussion forward (clarify, question, provide evidence, disagree, develop solutions, report on others' ideas and extend the ideas of others with own)
- Answer evaluation or synthesis questions
- Read a variety of literature genre
- Analyze factors influencing author and text
- Reread text to answer questions, resolve differences of opinion
- Annotate text with pencil, Post it note, highlight, margin notes, circling, to assist with providing evidence to support claims/opinions
- Identify confusing parts of text; identify factors that confuse- words, complex ideas,
- Use language frames to guide conversations or writing
- Answer text –dependent questions- inferential questions (mood, tone, author's purpose, word choice)
- Use text evidence to support opinions/claims
- Identify question type- "right there" or "think and search" or "author and you" or "on your own" and strategy to answer

Appendix C: Big Ideas in Mathematics

(The following represent access skills found in each grade level Standard within each domain of the North Dakota state standards for Mathematics)

- Interpret units in context of problem
- Use unit analysis to check reasonability of solution
- Determine appropriate quantity to model a situation
- Identify the different parts of an expression
- Create linear equations and inequalities in one variable
- Understand the concept of function
- Summarize, represent and interpret data on a measurement variable
- Interpret the structure of expression
- Create equations that describe numbers or relationships
- Represent and solve equations
- Understand solving equations and explain reasoning
- Create equations that describe numbers
- Make inferences from observational studies
- Solve equations with one variable

(This list is a compilation of the foundational skills and instructional strategies suggested in Building Number Sense by Witzel, Riccomini & Herlong –see full citation in Resource Section)

Foundational Skills:

- Place value- language and grouping, number position, magnitude
- Math operations- properties and fluency with facts, procedures
- Subitizing- counting on or down, decomposing numbers
- Understanding the language of math- verbs, symbols, words, semantic clues
- Strategies for solving math problems-structure of word problems
- Estimation
- Math applications
- Fractions
- Use of visual tools- especially number line, ruler, manipulatives

Suggested Instructional Strategies for Struggling Learners

- Strategic counting
- Flash cards
- Concrete objects and verbal practice prior to application
- Fact families
- Marzano's strategy for learning new vocabulary
- Address Thompson's 11 difficulties associated with learning math vocabulary

Resources

Calkins, L.M., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann.

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Fisher, D., Frey, N., & Lapp, D. (2012). *Text Complexity: Raising Rigor in Reading*. Newark, DE: International Reading Association.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Tovani, C. (2004). *Do I really have to teach Reading? Content Comprehension, Grades 6-12*. Portland, ME: Stenhouse.

Witzel, B.S., Riccomini, P.J., & Herlong, M. L. (2013). *Building Number Sense through the Common Core*. Thousand Oaks, CA: Corwin.

<http://www.corestandards.org/>

http://ndcurriculuminitiative.org/common_core/

www.nsttac.org

<https://www.nd.gov/dpi/Educators/SpecialEducation/NDAlternateAssessmentELAMath/>

<https://www.nd.gov/dpi/uploads/6/0/interventions.pdf>

<https://www.mathematicsvisionproject.org/curriculum.html>